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| Observation for Technology Integration during Collaborative Units | | | |
| Date of Observation |  | | |
| School District |  | | |
| School |  | | |
| Teachers being observed |  | Grade Level/ Subject |  |
| Observed by |  | | |
| Please share some additional comments on what types of technology integration you observed during this unit |  | | |

Evidence of Technology Integration Rubric

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| --- | --- | --- | --- | --- |
|  | **Minimal** | **Basic** | **Proficient** | **Advanced** |
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| **Evidence of technology use** | Few, if any, students use technology tools to complete the lesson/unit. | Project evidence includes typing a paragraph; only using one piece of technology; basic data entry, etc. | There is evidence of graphing, data interpretation, or analysis. Students use peripherals such as probes, cameras, scanners, graphing calculators, or handheld computers to enter and/or communicate information. | There is evidence of one student helping another; students transforming data; and/or multiple types of technology integrated together. Problems are solved as a result of the use of technology. Parents and/or community members are encouraged to participate. |
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| **Shows link to state standards and indicators** | Standards and indicators are cited with little or no connection to this specific lesson/unit. | Standards and indicators are cited to align with traditional teacher-led content. | Lesson objectives are inquiry based and tied to specific standards and indicators. | Lesson objectives are inquiry based and tied to specific standards and indicators. Students help design lessons and indicators that meet the standards. |
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| **Learner-centered lesson or unit** | The teaching team does all of the work. | The teaching team presents the information and then lets the students work on an assignment. The teaching team stays in front of the room. | The teaching team gives background information related to a big question and poses a set of essential questions for the students to answer. The teaching team provides the framework for the assignment. Teachers move around room helping individuals and groups. | The teaching team gives background information related to a big question and poses a set of essential questions for the students to answer. The students determine where to look for the answers to the questions and what form the answers will take. Teachers encourages and facilitates questions as they arise. |
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| **Curriculum based, not technology based** | Technology is used just because it is available. | The teachers promote the use of drill and practice programs for a specific subject area. All students do the same activities. | The teachers plan appropriate technology strategies that make sense for the topic being studied. There is evidence that the students are engaged in the subject matter more than in the technology being used. | There is evidence of collaboration between a teaching team that includes classroom teachers, library media specialist, G&T teacher, learning support teacher, special education teacher, ELL teacher. The technology is used to connect curricular areas. All teachers evaluate the end product. |

# *Revised 2010 from rubric created by Lois M. Alt, Ed.D. 2004*